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News Items from the School of Education of the University of Chicago

METHODS COURSES FOR HIGH-SCHOOL TEACHERS

With the reorganization of high-school courses of study, the introduction of the junior high school, and the recognition of individual differences, there has come a demand for better methods of teaching. The needs of high-school teachers have been amply provided for in the program of courses which will be given in the School of Education of the University of Chicago this summer. Brief statements concerning some of these courses follow.

History.—"The Organization of Junior High School History for Teaching Purposes" emphasizes the selection, organization, and standardization of historical material for junior high schools. "The Technique of History Teaching in Junior High Schools" discusses general and special methods of teaching history, dramatization, teaching pupils to study, and the correlation of history with geography and English. "The Technique of High-School History Teaching" emphasizes a wide range of practical problems relative to the teaching of high-school history. "The Teaching of Community Life and the New Civics in Junior and Senior High Schools" discusses the aims, selection, and organization of material, and the methods of teaching this important subject. Special effort is made to present the subject so as to enable teachers to adapt work to the needs of their own communities.

English.—"The Teaching of Composition in High Schools" emphasizes the problems of teaching composition in the seventh, eighth, and ninth grades. "The Problems of English in Secondary Schools" includes a survey of important problems in the teaching of composition and literature. It emphasizes the problems of testing, ability grouping, differentiating instruction, correlating English with other subjects, and recent innovations in content and in methods. "The Teaching of English in Junior High Schools"

discusses the organization of a course of study involving guidance in silent reading, individualization of instruction, the correlation of English with other subjects, socializing the recitation, and the use of objective measurements. "The Teaching of Literature in High Schools" deals with the concrete problems in this field. Each topic will be definitely illustrated by means of examples taken from books read in high schools.

Mathematics.—"Mathematics for Junior High Schools" considers desirable modifications in existing courses and methods for the seventh, eighth, and ninth grades. "The Teaching of Secondary Mathematics" discusses the aims, organization, and methods of teaching mathematics. Recent tendencies will be emphasized. "The History of Mathematics" traces the ideas which have dominated mathematical thinking and teaching and have resulted in reformatory and progressive movements in mathematical education.

Science.—"The Teaching of General Science" discusses the essential problems underlying the organization and teaching of general science. Why should science be taught to twelve-year-old boys and girls? What are appropriate criteria of selection and organization of subject-matter? How should general science be taught? "Biology in Secondary Schools" discusses recent developments in the teaching of the biological sciences. In addition to the usual topics of such a course special instruction is given in the demonstration of, and practice in, handling cameras, photographic work, making lantern slides, and the use of the projection apparatus. "The Teaching of High-School Chemistry" discusses the content and methods of teaching the subject in order to contribute most largely to the solution of practical problems of daily life and to give training for more advanced work in chemistry.

Foreign languages.—The following titles suggest the opportunities which have been provided for teachers of foreign languages: "The Teaching of Latin in High Schools," "Problems of Teaching French," and "Problems of Teaching Spanish."

Commercial subjects.—The School of Commerce and Administration has made provision for teachers interested in the "Teaching of High-School Economics," the "High-School Curriculum in Commercial Subjects," "Methods of Teaching Stenography and Typewriting," and other courses dealing with subject-matter.